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ABSTRACT

Three articles on the history of higher education are presented: (1) "Teaching the History of Universities," by Jurgen Herbst, concerns the need for teaching the history of higher education and suggests the broadening of efforts to introduce the history of higher education to different populations. (2) "On Writing 'To Advance Knowledge'," by Roger L. Geiger, concerns the background and rationale for the book "To Advance Knowledge," particularly the importance as a contemporary issue of the history of American research universities and the process of developing the scope of the work and researching the institutions. (3) A review of published research in the history of higher education from 1986 to 1988 consists of 91 books and 91 articles classified into five divisions--general and topical issues; biography; institutional history; curriculum; and miscellaneous. (KM)

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HISTORY OF HIGHER EDUCATION NEWSLETTER

Sponsored by the Historians of the Association for the Study of Higher Education

Vol. 8, No. 1 & 2 Spring/Fall 1987

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To Those Interested in the History of Higher Education

This issue of the *History of Higher Education Newsletter* reflects the current interest and ongoing research in the history of higher education through commentary, analysis, and bibliography. In our guest editorial, Jurgen Herbst suggests we broaden our efforts to introduce the history of higher education to different populations. Our historiographic discussion comes from Roger Geiger who describes his motivation for writing *To Advance Knowledge* and his forthcoming second volume.

Our bibliographic section demonstrates the burgeoning field of research in the history of higher education. Between 1984 and November of 1985, there were nearly 100 published works in this area. During the past three years, this number almost doubled to reach 182. This productivity showed itself in the numerous history sessions at ASHE and AERA conferences. The 1987 *History of Higher Education Annual* also contributed more insights about the development of American higher education. We are further pleased to inform you that the ERIC clearing house has begun to make this *Newsletter* available to all those interested in the study of higher education!

We would also like to announce that the ASHE publications board has approved an *ASHE READER ON THE HISTORY OF HIGHER EDUCATION*. The board selected Les Goodchild and Harold Wechsler to edit the reader which will be available by fall 1989.

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Guest Editorial

TEACHING THE HISTORY OF UNIVERSITIES

Jurgen Herbst
University of Wisconsin-Madison

Judging by the number of doctoral dissertations submitted at American universities, books published by commercial and university presses, and papers delivered at scholarly conventions, the study of higher education is a thriving academic enterprise. It is a professional field par excellence. Its practitioners usually teach what they practice or have practiced in the past. Its aspiring apprentices or journeymen and women prepare themselves for a life of combined professional practice and teaching.

This is not generally true among scholars who offer courses and seminars in the history of higher education. Few are or have been practicing historians. As Lewis Mayhew pointed out in this space two years ago, the history of higher education does not share the abundance of professional work produced in the other disciplinary divisions of the study of higher education. He listed several reasons why this was the case and indicated ways in which scholars studying higher education might help improve the quality and quantity of work in the history of higher education.

I should like to take off from Lewis Mayhew's remarks and suggest here that the exclusive emphasis on professional and graduate instruction and research in higher education and the absence of meaningful relationships to undergraduate teaching and to professional as well as non-professional activity in history goes a long way to explain the occasional and generally sparse nature of historical work in higher education. Scholars teaching the history of higher education need to cultivate working relationships to their colleagues in history departments. They need to emerge from the charmed circle of higher education specialists, take their interests and enthusiasm beyond the narrow confines of professional school or graduate seminar, and hone their presentations in undergraduate classrooms and public fora outside the ivied halls.

My plea is that we as historians of higher education move more aggressively into the world of undergraduate education and of outreach to the citizenry in our communities and states. We should seize every opportunity to expose today's and tomorrow's fellow-professionals and fellow-citizens to the importance and meaning of long-range historical developments, to show them how history aids in our understanding of and dealing with contemporary issues, and to acquaint them with the historical dimension in the problems of higher education.

Without intending to appear unduly immodest, I would like to offer as examples two instances of my own experience. For the last three years I have been teaching a freshman course on the history of the university in the West. I took my cue from the familiar History of Western Civilization course and focused my lectures on the university as one of the key institutions in our culture. I begin with the gathering of professional faculties in Bologna and Salerno, turn to the grammarians and artists and the rise of colleges in Paris, discuss the momentous changes brought by Humanism and the Reformation, skip across the seas to consider colleges and universities in English speaking societies on both sides of the Atlantic, chart the storm-tossed waters of revolution and nationalism as they gave birth to the universities of the nineteenth century, and follow in some detail the modern issues of women in the universities, the research ethos, and the issue of academic freedom. I end the course with an examination of the German catastrophe under the Nazis, of the universities in socialist countries, and of the student revolution of the sixties and its repercussions.

Looking back on this experience now I have come to realize the extraordinary extent to which the history of universities presents a summary, as it were, of the course of

Western civilization. Studying that history it becomes very clear that the universities not only have made themselves indispensable for the survival of countries and peoples by training tomorrow's professional leaders, but that they also reflect as in a mirror all the key issues that we in our collective history have had to deal with from the Middle Ages to now.

This, I should emphasize, is not only a history of learned men and their scholarship, but of youth and of women, of religion and of science, of political theory and social relations, of the powerful and the outcasts, of noble heroism and contemptible self-aggrandizement. In short, it is exciting as history, of great appeal to the undergraduate imagination, and, for the students themselves, a most appropriate introduction to the institution in which they live. Besides, it provides for students and alumni a better understanding of the university's role and problems in present society. This is a benefit not to be underestimated by institutions which, whether public or private, depend for their ability to function and their survival on the informed goodwill of outside supporters.

For much the same reasons I have regularly taken seminar classes of undergraduate and graduate students on Public Radio and discussed issues in the history of higher education and the history of teachers and teacher education as they pertain to current problems. The call-in responses of a state-wide radio audience whose members offer their comments or engage in spirited question and answer exchanges with the students in the studio, demonstrate the eagerness of a wide public to learn more about and converse about these issues. As a result I have concluded that there is indeed more to be done in the history of higher education than pursuing our staple offerings of professional instruction and research in graduate seminar and school. There's a big, wide world out there, and we historians of higher education should take our places in it. As one might say: Come on out, the weather's fine.

Views From the Author

ON WRITING *TO ADVANCE KNOWLEDGE*

Roger L. Geiger
Pennsylvania State University

It is an honor to be asked to discuss the genesis of my book to the readers of this Newsletter. The original idea, which was to write a history of American research universities from 1920 to the present, struck me one dreary November morning in 1981 as I drove down the Connecticut Turnpike en route to my office. Such a project appealed to my longstanding interests in the interaction between institutions and knowledge traditions, and in addition would draw upon several years of work on systems of higher education. It also had some more immediate justifications.

At that time I was writing the final chapters of a study--*Private Sectors in Higher Education*--that examined private higher education in seven countries and then used these cases to gain a fresh perspective on private higher education in the United States. In the course of this analysis I was impressed that the most remarkable species in this diverse genus was the American private research university: it had managed to undertake the enormously expensive tasks of scientific research without becoming, as foreign universities had, entirely the creature of the state. True, the federal government provided most of the funds for the actual research, but there remained a large, irreducibly private element in the considerable resources of these institutions, the support of their benefactors, their governance, and their traditions. This was an intriguing topic for further research.

I also had in mind that Laurence Veysey terminated his masterful study of the emergence of the major American Universities at 1910. He furthermore discouraged anyone from continuing the story, not only by the daunting quality of his own work, but also by implying that the American university had reached a "stopping place" in terms of its

intellectual history and organizational development by about that date. In fact, however, this supposed end to evolution related only to Veysey's own particular themes. American higher education has changed vastly and importantly since that juncture--especially with regard to research.

In addition, the current state of research universities was a topic ripe for greater public discussion in 1981. After the exertions and disillusionment of the Sputnik era (1957-1968), the country's attention had moved for a decade to the issue of access to higher education. By the beginning of the 1980s, the nation's research universities seemed weakened by a decade of fiscal adversity, and threatened even further by the hyperbolic pronouncements of the Reagan revolutionaries. (This was before the Administration "discovered" science circa 1983.) It appeared to be an appropriate time to take a long-range view of the nature, the development, and the present state of the research universities.

In short, the history of American research universities was called for by the state of the field and by its importance as a contemporary issue. Moreover, my immediate work on private higher education gave me a distinctive perspective to approach the topic. This assessment was seconded and enriched by the counsel of a number of people, to whom I am most grateful. With this encouragement I set to work in the summer of 1982, immediately after finishing the ms. for *Private Sectors*.

Once well involved in the historical research and writing, it became apparent that I had miscalculated in estimating the limits and magnitude of the study. It was not feasible to start in 1920, or even 1910. Laurence Veysey, in concluding the themes of his volume, had neglected to cover those of mine! There was a good deal of work to be done to explain the emergence of disciplines and departments; the sources of the wealth of the principal research universities; and particularly the circumstances surrounding the actual performance of university research. These tasks required two full chapters--one third of *To Advance Knowledge*. At about this point I made a reappraisal of the entire project, and concluded that my immediate goal should be to produce a volume that would carry the story from 1900 until World War II.

There was a natural unity to this reduced scope. 1900 was the year that most of these universities came together to form the Association of American Universities--the self-conscious spokesman for the research universities. World War II, of course, changed decisively the conditions of university research. Moreover, during these four decades just sixteen institutions contained within themselves the bulk of academic research. They constituted a hierarchy naturally, with number one Harvard being far more important for this story than number sixteen Illinois. But they all belonged. On the other hand, I would be at a loss to say with any certainty which university deserves to be number seventeen on this list.

My single greatest problem was finding out what happened at these sixteen different institutions. Although they were all research universities, each one had its own distinctive story. I actually included vignettes of eight of these institutions. My editor was relieved that I did not do any more, but in some ways I wish that I had. These individual 'stories' embody the traditions and self-images of the institution--in part what Burton Clark called "organizational sagas"; and they also describe the niche that the institution came to occupy in the ecology of American higher education. They are most interesting when it is possible to illuminate a fundamental tension--usually, between what an institution would like to be and what necessity dictates that it has to be. Most institutional histories reflect these tensions imperfectly. They tend to be strong on the organizational saga side, but reticent when dealing with necessity, especially fiscal necessity.

The history of the research universities also comprised developments that cut across institutions: the evolution of the disciplines and the professions; changes in academic organization and procedures; the kinds of advanced knowledge society required and the kinds of institutions that were asked to provide it; and especially the nature and magnitudes of social resources that were made available. These were factors that created the necessities with which the universities had to come to terms.

I soon found myself adopting a kind of resource model for explaining research university development. With basic values and academic practices being set through national organizations, or through widespread imitation, performance depended considerably upon the level of resources available. Since each university gathered resources in a somewhat different manner, this was a matter, once again, of institutional stories. In each case, undergraduate education was a key element. So, while the individual professor may have felt a continual tension between teaching and research, at the institutional level there existed a fundamental problem of balancing the imperatives of undergraduate education, imposed by American society, with the desire to cultivate research.

Given this perspective, which attempted to comprise the totality of these institutions, *To Advance Knowledge* was inescapable an eclectic and a synthetic work. I benefited greatly from the efforts of other scholars to illuminate such areas as the extracurriculum and admissions of undergraduates, foundation activities in the 1920s, the history of physics between the wars, and the unsuccessful attempts to forge a federal science policy during the Depression. In other areas, such as reconstructing the financial histories of these universities, piecing together actual conditions of university research, or, to some extent, elaborating the individual university stories, I largely had to rely upon a variety of primary and contemporary sources. In the end, however, I feel that the act of synthesis--placing the development of these institutions over four decades into a coherent conceptual framework--was probably more significant than any single facet of the subject.

Immediately upon the completion of *To Advance Knowledge* in 1985, I was fortunate to have the opportunity to extend this study into the contemporary period as originally envisaged. For a historian, however, crossing the divide of World War II can be a traumatic experience. One is confronted at once with the centrality of the federal government to most social activities, and the enormous scale of anything having to do with Washington. This fact of life presents the investigator with two types of materials: exhaustive treatments of particular activities of microscopic relevance to general trends, or with macroscopic generalities of deadening blandness. It has been my firm intention for Volume 2, which is tentatively entitled *Research and Relevant Knowledge*, to avoid writing about Washington as much as possible. But some treatment of federal activities is unavoidable. Worse yet, the universities that I hope to write about themselves increasingly bear a discouraging likeness to the federal megalith. They have become both larger and more compartmentalized, and they seem to operate more on the basis of inertia than volition. The stories that I would like to uncover are buried among a welter of routine and ongoing activities.

In order to cope with this situation I have had to become both more theoretical and more selective than I was for the earlier period. My conceptual scheme consists of looking at, on one hand, the research economy--all the resources that American society makes available for the conduct of academic research; and on the other hand, with somewhat more emphasis, analyzing how universities have adapted to this changing flow of resources. Given the unevenness of information about the research universities in the postwar period, I have had to utilize in a representative manner the best sources available. At this point, about midway through the second volume, this approach has worked out quite satisfactorily. There can be no doubt, however, that what I write about research universities since World War II will represent a smaller fraction of their total experiences than was the case for the first four decades of the century.

I nevertheless have high hopes for this volume. The proprietary technique of the historian is elucidating change over time. This comes fairly naturally when dealing with dead and distant decades where the strangeness of existing practices is a constant reminder of the inevitability of change. But a coherent perspective on change over time is the element most conspicuous by its absence in the analysis of contemporary events. I am hopeful that *Research and Relevant Knowledge* will rectify that lacuna--that it will explain what the research universities are today by showing where they have been.

REVIEW OF PUBLISHED RESEARCH FROM 1986 TO 1988

Since volume six of the *HHE Newsletter* in the fall of 1985, the publications concerning the history of higher education have appeared regularly: some 91 books and 91 articles. This research bibliography is divided by books and articles. We classified them into five divisions: (1) general and topical issues, (2) biography, (3) institutional histories, (4) curriculum, and (5) miscellaneous. The number after each division indicates the number of works in each area.

I. Books

A. General and Topical Issues (25)

Barber, William J., ed. *Breaking the Academic Mold: Economists and American Higher Learning in the Nineteenth Century*. Middletown, Conn.: Wesleyan University Press, 1988. Pp. 470.

Brockliss, L. W. B. *French Higher Education in the Seventeenth and Eighteenth Centuries*. Oxford: Clarendon Press, 1987.

Carpenter, Joel A., and Shipps, Kenneth W. *Making Higher Education Christian: The History and Mission of Evangelical Colleges in America*. Grand Raids, Mich.: William B. Eerdmans Publishing Co., 1986. Pp. 304.

Cremin, Lawrence A. *American Education: The Metropolitan Experience, 1876-1980*. New York: Harper & Row, Publishers, 1988. Pp. 781.

Diener, Thomas. *Growth of an American Invention: A Documentary History of the Junior and Community College Movement*. Westport, Conn.: Greenwood Press, 1985. Pp. 256.

Flynn, James T. *The University Reform of Tsar Alexander I, 1802-1835*. Washington, D.C.: Catholic University Press of America, 1988. Pp. 283.

Geiger, Roger L. *To Advance Knowledge: The Growth of American Research Universities, 1900-1940*. New York: Oxford University Press, 1986. Pp. 352.

Grafton, Anthony and Jardine, Lisa. *From Humanism to the Humanities: Education and the Liberal Arts in the Fifteenth-and Sixteenth-Century Europe*. Cambridge, Mass.: Harvard University Press, 1986.

Harcleroad, Fred F., and Ostar, Allan W. *Colleges and Universities for Change: America's Comprehensive Public State Colleges and Universities*. Lanham, Md.: University Publishing Associates, 1988. Pp. 226.

Holstead, Kent. *State Profiles: Financing Public Higher Education, 1978 to 1987*. Washington, D.C.: Research Associates of Washington, 1987. Pp. 108.

Horowitz, Helen Lefkowitz. *Campus Life: Undergraduate Cultures from the End of the Eighteenth Century to the Present*. New York: Alfred A. Knopf, 1987. Pp. 384.

Johanson, Christine. *Women's Struggles for Higher Education in Russia, 1855-1900*. Toronto: University of Toronto Press, 1987. Pp. 168.

Lazerson, Marvin. *American Education in the Twentieth Century: A Documentary History*. New York: Teachers College Press, 1987. Pp. 224.

Levine, David O. *The American College and the Culture of Aspirations, 1915-1940.* Ithaca, N.Y.: Cornell University Press, 1986. Pp. 281.

Lewis, H. D. *The French Educational System.* New York: St. Martin's Press, 1986. Pp. 256.

Kerr, Clark, and Gade, Marian L. *The May Lives of Academic Presidents: Time, Place, and Character.* Washington, D.C.: Association of Governing Boards of Universities and Colleges, 1986. Pp. 260.

Hu, Shi Ming, and Seifman, Eli, eds. *Education and Socialist Modernization: A Documentary History of Education in the People's Republic of China, 1977-1986.* New York: AMS Press, 1987. Pp. 229.

Ohles, John F., and Ohles, Shirley M. *Public Colleges and Universities.* Westport, Conn.: Greenwood Press, 1986. Pp. 1,024.

Owrani, Doug. *The Government Generation: The Intellectual and the State in Canada, 1900-1945.* Toronto: University of Toronto Press, 1986. Pp. 416.

Perrin, Tom. *Football: A College History.* Jefferson, N.C.: McFarland & Co., 1988. Pp. 438. [From 1880 to the Present]

Rubin, Michael Rogers; Huber, Mary Taylor; and Taylor, Elizabeth Lloyd. *The Knowledge Industry in the United States, 1960-1980.* New Haven: Yale University Press, 1986. Pp. 264.

Schrecker, Ellen W. *No Ivory Tower: McCarthyism and the Universities.* New York: Oxford University Press, 1986. Pp. 464.

Sowell, Thomas. *Education: Assumptions Versus History; Collected Papers.* Stanford, Calif.: Hoover Institution Press, 1986. Pp. 203.

Webster, David S. *Academic Quality Rankings of American Colleges and Universities.* Springfield, Ill.: Charles C. Thomas, Publisher, 1986. Pp. 209.

Winks, Robin W. *Cloak and Gown: Scholars in the Secret War, 1939-1961.* New York: William Morrow & Co., 1987. Pp. 607.

B. Biography (12)

Antler, Joyce. *Lucy Sprague Mitchell: The Making of a Modern Woman.* New Haven: Yale University Press, 1987. Pp. 456.

Benison, Saul; Barger, A. Clifford; and Wolfe, Elin L. *Walter B. Cannon: The Life and Times of a Young Scientist.* Cambridge, Mass.: Harvard University Press, 1987. Pp. 528.

Benson, Ann Giles, and Adams, Frank. *To Know for Real: Royce S. Pitkin and Goddard College.* Adamant, Vt.: Adamant Press, 1988. Pp. 278.

Cale, Charles E., ed. *Something More Than Human: Biographies of Leaders in American Methodist Higher Education.* Nashville: United Methodist Board of Higher Education and Ministry, 1986. Pp. 243.

Clogg, Richard. *Politics and the Academy: Arnold Toyabee and the Karaes Chair.* New York: Frank Cass Co., 1986. Pp. 117.

Ellsworth, Ralph E., ed. *A Voice from Colorado's Past for the Present: Selected Writings of George Norlin.* Boulder, Co.: Colorado Associated University Press, 1986. Pp. 106.

Fischer, Edward. *Notre Dame Remembered: An Autobiography.* Notre Dame, Ind.: University of Notre Dame Press, 1987. Pp. 224.

Glazer, Penina, and Slater, Miriam. *Unequal Colleagues: The Entrance of Women into the Professions, 1890-1940*. Rutgers University Press, 1986. Pp. 257.

Greenlee, James G. *Sir Robert Falconer: A Biography*. Toronto: University of Toronto Press, 1988. Pp. 408. [president of University of Toronto, 1907-1932]

Livingstone, David N. *National Southgate Shaler and the Culture of American Science*. University of Alabama Press, 1987. Pp. 395.

Sorrels, William. *The Exciting Years: The Cecil C. Humphrey's Presidency of Memphis State University, 1960-1972*. Memphis: Memphis State University Press, 1987. Pp. 283.

Wind, James P. *The Bible and the University: The Messianic Vision of William Rainey Harper*. Decatur, Ga.: Scholars Press, 1987. Pp. 240.

C. Institutional History (36)

Bailyn, Bernard et al. *Glimpses of the Harvard Past*. Cambridge, Mass.: Harvard University Press, 1986. Pp. 149.

Bezilla, Michael. *Penn State: An Illustrated History*. University Park, Pa.: Pennsylvania State University Press, 1985. Pp. 600.

Boles, John B., and Calhoun, Fryar. *Rice University: A 75th Anniversary Portrait*. College Station, TX: Rice University Press, 1987. Pp. 160.

Bunting, Bainbridge. *Harvard: An Architectural History*. Cambridge, Mass.: Harvard University Press, 1985. Pp. 352.

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Dabney, Virginius. *Virginia Commonwealth University: A Sesquicentennial History*. Charlottesville, Va.: University Press of Virginia, 1987. Pp. 442.

Davis, Thomas W. *"The Corps Roots the Loudest": A History of VMI Athletics*. Charlottesville, VA.: University Press of Virginia, 1986. Pp. 335.

Dressel, Paul L. *College to University: The Hannah Years at Michigan State, 1935-1969*. East Lansing, Mich.: Michigan State University Press, 1987. Pp. 456.

Evans, David S. and Mulholland, J. Derral. *Big and Bright: A History of the McDonald Observatory*. Austin, Texas: University of Texas Press, 1986. Pp. 186.

Exum, William H. *Paradoxes of Protest: Black Student Activism in a White University*. Philadelphia: Temple University Press, 1985. Pp. 336. [black student activist at New York University from 1966 to 1972.]

Fee, Elizabeth. *Disease and Discovery: A History of Johns Hopkins School of Hygiene and Public Health, 1916-1939*. Baltimore: Johns Hopkins Press, 1987. Pp. 320.

Goggins, Lathardus. *Central State University: The First One Hundred Years, 1887-1987*. Kent, Ohio: Kent State University Press, 1988. Pp. 144.

Gurock, Jeffrey S. *The Men and Women of Yeshiva: Higher Education, Orthodoxy, and American Judaism*. New York: Columbia University, 1988. Pp. 328.

Hall, Max. *Harvard University Press: A History*. Cambridge, Mass.: Harvard University Press, 1986. Pp. 257.

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Moak, Franklin E. *A History of the Alumni Association of the University of Mississippi, 1852-1986.* University, Miss.: University of Mississippi, 1987. Pp. 272.

Morgan, Chester M. *Dearly Bought, Deeply Treasured: The University of Southern Mississippi, 1912-1987.* Jackson, Miss.: University Press of Mississippi, 1987. Pp. 186.

Munroe, John A. *The University of Delaware: A History.* Newark: University of Delaware Office of Information, 1986.

Murphy, Lawrence R. *The American University in Cairo, 1919-1986.* New York: Columbia University Press, 1987. Pp. 256.

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Sanders, Jane. *Into the Second Century: The University of Washington, 1961-1986.* Seattle: University of Washington Press, 1987. Pp. 56.

Schoor, Gene. *One Hundred Years of Notre Dame Football.* New York: William Marrow Co., 1987. Pp. 300.

Schuruhl, Robert. *The University of Notre Dame: A Contemporary Portrait.* Notre Dame, Ind.: University of Notre Dame Press, 1986. Pp. 160.

Sedey, Daniel. *The Faculty Community: A Case Study in Renewal.* Atascadero, Cal.: Ridgeview Publishing Company, 1986. Pp. 220. [A history of Institute for the Advancement of Teaching and Learning at California State University - Northridge.]

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Shore, Marlene. *The Science of Social Redemption: McGill, The Chicago School, and the Origins of Social Research in Canada.* Toronto: University of Toronto Press, 1986. Pp. 358.

Spalding, Phinizy. *The History of the Medical College of Georgia.* Athens, GA.: University of Georgia Press, 1987. Pp. 290.

Valentine, John A. *The College Board and the School Curriculum: A History of the College Board's Influence on the Substance and Standards of American Education, 1900-1980.* New York: College Board Publications, 1987. Pp. 182.

Williams, Lawrence H. *Black Higher Education in Kentucky, 1879-1930: The History of Simmons University*. Lewiston, N.Y.: Edwin Millen Press, 1987. Pp. 320.

Young, Brian. *In Its Corporate Capacity: The Seminary of Montreal as a Business Institution, 1816-1876*. McGill Queen's University Press, 1986. Pp. 320.

D. Curriculum (17)

Bailey, Ben E. *Music in the History of Tougaloo College*. Tougaloo, Miss.: Tougaloo College, 1986. Pp. 74.

Bannister, Robert C. *Sociology and Scientism: The American Quest for Objectivity, 1880-1940*. University of North Carolina, 1986. Pp. 302.

Berlin, James A. *Rhetoric and Reality: Writing Instruction in American Colleges, 1900-1985*. Carbondale, Ill.: Southern Illinois University Press, 1987. Pp. 230.

Bernstein, Melvin H. *Art and Design at Alfred: A Chronicle of a Ceramics College*. Cranbury, N.J.: Art Alliance Press, 1986. Pp. 288.

Campbell, Ronald F., and Others. *A History of Thought and Practice in Educational Administration*. New York: Teachers College Press, 1987. Pp. 256.

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Cohen, Sande. *Historical Culture: On the Recording of an Academic Discipline*. University of California Press, 1986. Pp. 461.

Converse, Jean M. *Survey Research in the United States: Roots and Emergence, 1890-1960*. University of California Press, 1987. Pp. 592.

Critoph, Gerald E. *The SEASA Story: A History of the Southeastern American Studies Association*. Tampa, Fla.: American Studies Press, 1986. Pp. 74.

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Hamerow, Theodore S. *Reflections on History and Historians*. Madison, Wisc.: University of Wisconsin Press, 1987. Pp. 288.

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Manicas, Peter T. *A History and Philosophy of the Social Sciences*. London: Basil Blackwell, Inc., 1987. Pp. 352.

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Persons, Stow. *Ethnic Studies at Chicago, 1905-1945*. Champagne, IL: University of Illinois Press, 1987. Pp. 168.

Vanderbilt, Kermit. *American Literature and the Academy: The Roots, Growth, and Maturity of the Profession*. Philadelphia: University of Pennsylvania Press, 1986.

E. Miscellaneous (1)

Martin, Jane Roland. *Reclaiming a Conversation: The Ideal of Educated Women.* New Haven: Yale University Press, 1985. Pp. 256.

II. Articles

A. General Topics (24)

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HISTORY OF HIGHER EDUCATION SESSIONS AT 1987 AND 1988 ASHE MEETINGS

1987 ASHE Conference in Baltimore (November)

Values and Ethics in Higher Education: Intercollegiate Athletics, Fundraising, and Divestment

"The Old College Try: Intercollegiate Athletics and the Study of Higher Education." John R. Thelin, College of William and Mary

Discussant: Lester F. Goodchild, Iowa State University

College and Their Communities: Influences on the History of Midwestern Colleges

Chair: Robert T. Blackburn, University of Michigan

"Colleges and Their Communities: Ohio's Antebellum Colleges"
Charles A. Dominick, Willenberg College

"Colleges and Their Communities: Leadership and Support at Oberlin, Hope, and Kalamazoo Colleges"
Marlene C. Francis, University of Michigan

"Responsibility and Professionalism in the Governance of a University: The Case of Walter Scott Athearn, President of Butler University, 1931-1933"
John P. Kondelik, Butler University

Discussant: Harold S. Wechsler

Higher Education Through Time and Place

"The Emergence of the Collegiate System in Classical Islam, 800-1200" Charles M. Stanton, St. Louis University

Using Historical Analysis to Assess the Development of the Two-Year College

Chair: James L. Ratcliff, Iowa State University

Panelists: Stephen Katsinas, University of Alabama .
Michael Knedler, Iowa Western Community College
Raymond Young, Washington State University

1988 ASHE Conference in St. Louis

The Faculty: Vital, Productive, and Entrepreneurial

"Changes in Sponsored Research Support and Faculty Research Performance, 1968-1984"
Richard J. Bentley, University of Michigan
Robert T. Blackburn, University of Michigan

Of Historical Interest: College Costs, Administrative Leadership, and Academic Departments

"Fiscal Fitness: Historical Perspectives on the College Costs Debate" John R. Thelin, College of William and Mary

"The Vicious Cycle of Gender and Status at the University of California at Berkeley, 1918-1954"
Maresi Nerad, University of California at Berkeley

Discussant: L. Jackson Newell, University of Utah

After the Academic Revolution: A Retrospective Symposium on Jencks and Riesman, 1968 to 1988

Chair: John R. Thelin, College of William and Mary

Panelists: John T. Casteen, University of Connecticut
Roger G. Baldwin, College of William and Mary
Deborah Di Croce, Tidewater Community College
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